

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

MSc Ymarfer Clinigol Uwch

MSc Advanced Clinical Practice

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2021 – September 2025 intakes

Intake points

September

Regulatory details

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| Regulatory details |
| Awarding body |
| Wrexham University |
| Programme delivered by |
| Wrexham University |
| Location of delivery |
| Plas Coch Campus/ Optic Centre St Asaph |
| Faculty/Department |
| Faculty of Social and Life Sciences |
| Exit awards available |
| Post Graduate Diploma Clinical Practice Post Graduate Certificate Clinical Practice |
| Professional, Statutory or Regulatory Body (PSRB) accreditation |
| There are no PSRB requirements associated with this programme |
| Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement</i>. |
| N/A |

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| Regulatory details |
| HECoS codes |
| 100260 |
| UCAS code |
| |
| Relevant QAA subject benchmark statement/s |
| <p>QAA 2020 Master's Degree Characteristic Statements</p> <p>QAA (2014) UK Quality Code for Higher Education (Part A: Setting and Maintaining Academic Standards- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</p> <p>There is no nursing, pharmacy or allied health professional Subject Benchmark Statement relevant to these Masters levels programmes. Students have met Subject Benchmark requirements on qualification/registration in their professional fields</p> |
| Mode of study |
| <p>Part time</p> <p>Full Time (until PG Dip)</p> |
| Normal length of study for each mode of study |
| <p>36 Months Part Time (Maximum Length of Study 60 Months)</p> <p>T1 and T2 to be Full Time over one Calendar Year</p> |
| Language of study |
| English |
| Transitional arrangements for re-validated provision if applicable |
| There will be no transition, current students will phase out on current delivery |
| The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>) |
| <p>General Regulations and Definitions</p> <p>Regulations for Taught Master's degrees</p> <p>Language Admissions Policy</p> |

| OFFICE USE ONLY | |
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| Date of validation event: | 06 May 2021 |
| Date of approval by Academic Board: | 15 July 2021 |
| Approved Validation Period: | <i>5 years from September 2021</i> |
| Transitional arrangements approved (if revalidation) | <i>Current students to complete on current programme</i> |
| Date and type of revision: | <p><i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i></p> <p><i>August 2022 – From Sep 22 taught element to be delivered in full-time mode as well as current part time mode</i></p> <p><i>September 2023 – AM0 admin updates to Sections 5 and 11</i></p> <p><i>December 2023 – New optional module NHS7E4 Negotiated Learning 2 from Dec 2023.</i></p> <p><i>Updated module title for NHS7D4 from Negotiated Module to Negotiated Learning 1 from Sep 2024.</i></p> <p><i>June 2024 – minor update to wording in RPL section, change PGCert to an intended award, change delivery sequence of NHS7D3 to sem2 and NHS7D5 to sem1, change NHS60JD/NHS7B6 from Poster Presentation to Presentation for implementation from Sept 2024.</i></p> |

1 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information [Admissions policies](#).

The entry requirements for the MSc Advanced Clinical Practice are drawn up in accordance with the University's regulations. In addition, because of the requirement for practice-based learning, all students should be working in a role which requires them to meet the learning outcomes of the programme. i.e., in a position which requires a level of autonomy, or in a role working towards this.

This programme is viewed as a tripartite commitment between the Higher Education Institution (HEI), the service employer, and the advanced practitioner/student. To that effect, employers are asked to commit to ensuring protected practice time, and identification of a Designated Supervising Medical Practitioner (DSMP), clinical mentor (or Practice Supervisor/Practice Assessor) where relevant, to assess learning outcomes in practice, prior to admission to the programme.

Strengthening the selection process, interviews are carried out jointly with a senior lead Advanced Practitioner from the local NHS Health Board, Powys, border counties and Welsh Ambulance Service providers. This may be undertaken face to face, or via an appropriate online platform. The aim is to allow the candidate an opportunity to provide evidence of preparation for and commitment to the expectations this programme to the satisfaction of the interview panel.

To be accepted onto the programme the candidates must:

- Hold current registration with a professional statutory body pertaining to their area of advanced practice.

- Hold a degree in a discipline cognate to their professional qualification or hold a non-graduate qualification, which the university has deemed to be of a satisfactory standard for the purpose of postgraduate admission. Candidates without a full honours' degree at 2:2 and above will be required to submit a 1,500-word assignment on a topic chosen by the interviewing panel. This will be assessed using the level 6 academic criteria and must demonstrate achievement at 50% or above for successful admission to the programme. Alternatively, recent successful completion of an appropriate level 6 module such as Research Methods, Non-Medical Prescribing or preparing for academic success module will allow admission to the programme subject to the programme teams' agreement.
- Have a *minimum* of two years full time equivalent post registration clinical experience.
- Be employed in a clinical role with a high level of autonomy or be able to secure a placement to the above for a minimum of two days per week or be in a Trainee Advanced Practitioner role.
- Have a Designated Medical Practitioner (DSMP and/or Practice Assessor/Practice Supervisor [PA/PS] team), for students undertaking Clinical assessment, Diagnostics and Reasoning parts one and two and Non-Medical Prescribing V300 optional module. Mentorship support must also be in place throughout the practice elements of the programme. The nominated DSMP and/or PA/PS will provide shadowing/mentoring opportunities and engage in discussions, around assessment issues. Each DSMP/PA/PS will be supplied with an electronic introduction to the role, a handbook, a quiz to test their knowledge and then entered onto a register of university approved Mentors/ PA/ PS/ DSMP's.
- If undertaking Non-Medical Prescribing V300 which is an optional module, further admissions criteria apply which will supersede those above. Students without a first degree who are accepted to the programme will be able to take a Non-Medical Prescribing module (where eligible) but may only take this at level 6 (in accordance with PSRB requirements). NB. The programme allows admission to students who fulfil non-traditional entry criteria. This is noted as appropriate, however, because of the competitive nature of the public funding we consider all candidates carefully. Thus, students with no recent academic study will be encouraged to undertake the Preparation for Academic Success (Level 6) module prior to commencing the Master's level programme.
- Each application is considered individually.

Advanced Standing- Post Grad Certificates.

In addition, the programme has been designed to offer an entry point for those who have already completed an appropriate health related Post Graduate Certificate in Higher Education. Furthermore, any student, who has studied a module/module from within this validated programme as a Stand-Alone Module/ Single Module (within a five-year period), and achieved the necessary credits, will be awarded **Advanced Standing** when enrolling on the MSc programme and the credits will be imported on enrolment. International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English, or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

2 Non-Standard entry criteria

No additional criteria

Record of Prior (Experiential) learning Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below. For those students who have undertaken Non-Medical Prescribing (V300), either at level 6 or different credit size, NHS7D4 Negotiated Learning module 1 will be offered for advanced standing. NHS7E4 Negotiated Learning Module 2, is then on offer as an optional module within the programme. This has been specifically requested by the stakeholders in an earlier iteration of the programme and remains valuable. Equally, however, candidates who have already gained the Wrexham Certificate in Non-Medical Prescribing can choose not to RPL this in order to take advantage of the optional modules available on the programme.

For RPL to be considered the subject matter must be sufficiently related to the themes within the MSc Advanced Clinical Practice to demonstrate synchronicity, and to compliment the students learning journey. In addition, the subject matter must still be seen to be contemporaneous and current within the health care environment at the time of the RPL/ RPEL request. RPL will be considered up to a maximum of 120 credits for modules studied at level 7, or up to 20 Credits Level 6, in line with WGU Academic Regulations.

Students who are requesting RPL for modules already studied prior to enrolling on the MSc will be guided to complete the recognition of prior certificated learning (RPL) application for exemption form where relevant. RPL will be at the discretion of the Programme Leader who will assess if the module/ credits identified for RPL are relevant and current within the context of the MSc Advanced Clinical Practice. Students may be asked to provide additional evidence to support their RPL request such as transcripts of results/certificates.

3 DBS Requirements

DBS checks are required for applicants on the programme. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University. All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS clearance undertaken by Wrexham University. The type and level of DBS check required will be confirmed during the DBS application process. Failure to declare a conviction, which is subsequently revealed by a DBS check, may result in exclusion from the programme. The nature of declared convictions is taken into consideration following policy and procedure for considering admission to the university for programmes requiring a DBS check and from candidates with a criminal conviction. In line with the university disciplinary

procedure for all students who are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

4 Suitability for Practice Procedure

The Suitability for Practice Procedure will apply to the programme. This procedure applies to students enrolled on a programme of study who undertake placements or professional practice as part of their studies, and whose professional conduct and practice during the period of academic study is a key element of their satisfactory progress, toward an award and toward professional recognition. Many of the MSc Advanced Clinical Practice students are engaged within professional practice and are subject to PSRB requirements adhering to codes of conduct. Therefore, any student who falls below the standards of behaviour and practice expected of them may be referred to Suitability for Practice scrutiny.

5 Aims of the programme

The overall aim of the programme is to prepare these practitioners for their roles as Advanced Practitioners in their chosen field of practice. This is achieved within a curriculum that embeds the four Advanced Practice Pillars (clinical practice, research, education, and leadership and management) as core themes throughout the interdisciplinary programme.

The spiral curriculum aims to continuously build on core skills, moving the student from simpler to more abstract subjects and concepts, thus informing clinical decisions in increasingly complex practice situations. During the programme, practitioners move from novice advanced practitioners towards expert advanced practitioners (Benner, 1984), becoming confident, autonomous, and accountable decision-makers in line with the professional framework for Enhanced, Advanced and Consultant Clinical Practice (2023)

<https://heiw.nhs.wales/workforce/workforce-development/professional-framework-for-enhanced-advanced-and-consultant-clinical-practice/> and its four pillars of practice, which are visible in each module.

In the absence of professional regulation of advanced practice, it is important to provide a robust academic framework to support these students in the development of their advanced practice roles. The spiral curriculum is innovative because it attempts to describe the modular delivery of the programme as a more dynamic and continuously growing body of knowledge and skills. The pillars and principles that form the core of the Professional Framework are visible throughout the curriculum and will be revisited and tested in the context of the specific module assessments.

The only element of the programme that currently requires PSRB approval is the V300 Non-Medical and supplementary prescribing programme which is an optional module and has been approved separately.

6 Credit Accumulation and exit awards

Master of Science Advanced Clinical practice: 180 credits at level 7

For this award students must successfully complete 180 credits including a Dissertation of no more than 12,000 words (60 L7 credits) on a topic related to their area of advanced practice.

Postgraduate Diploma Clinical Practice: 120 credits at level 7

This is awarded when a student has successfully completed 120 credits in the taught element but does not wish to progress or is unable to progress to the dissertation stage.

Postgraduate Certificate Clinical Practice: 60 credits at level 7

This award can be gained after successful completion of 60 credits from the programme. It will not include credits that have been gained via RPL but will include credits gained via advanced standing.

7 Programme Structure Diagram, including delivery schedule.

Part Time Delivery

| | Semester 1 | Semester 2 | Semester 2- 3 | Semester 3 |
|----------------------------------|---|--|---|--|
| Year One 60 Credits | NHS7D6 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 1 (Core and stand alone) 20 credits | NHS6A6/NHS7D1 Minor Injuries Assessment and Management (Optional) 20 credits OR NHS7D4 Negotiated Learning 1 (Optional) 20 credits | NHS7C1 Independent and supplementary prescribing for Nurses (V300) (Optional) 40 credits OR NHS7D2 Principles of Wound Care (Optional) 20 credits | NHS60JD/NHS7B6 Minor Illness Assessment and Management (Optional) 20 credits OR NHS7D4 Negotiated Learning 1 (Optional) 20 credits OR NHS7E4 Negotiated Learning 2 (Optional) 20 credits if Negotiated Learning 1 has been taken |
| Year Two 60 Credits | NHS7D5 Advancing Leadership and Evidence Based Practice. (Core) 20 credits | NHS7D3 Complexities of Healthcare in Advanced Practice (Core) 20 credits | | NHS7D7 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 2 (Core) 20 credits |
| Year Three 60 Credits | NHS7C4 Dissertation (Core) 60 credits | | | |

Full time PGDip delivery

| | Semester 1 | Semester 2 | Semester 2- 3 | Semester 3 |
|---------------------------------|---|------------------------------|--------------------------------------|---|
| Year One 120 Credits | NHS7D6 Clinical Assessment, Diagnostics and | NHS6A6/NHS7D1 Minor Injuries | NHS7C1 Independent and supplementary | NHS60JD/NHS7B6 Minor Illness Assessment and |

| | | | | |
|--|---|---|--|---|
| | Reasoning in Advanced Practice Part 1 (Core and stand alone) 20 credits Plus NHS7D5 Advancing Leadership and Evidence Based Practice. (Core) 20 credits | Assessment and Management (Optional) 20 credits OR NHS7D4 Negotiated Learning 1 (Optional) 20 credits Plus NHS7D3 Complexities of Healthcare in Advanced Practice (Core) 20 credits | prescribing for Nurses (V300) (Optional) 40 credits OR NHS7D2 Principles of Wound Care (Optional) 20 credits OR NHS7D4 Negotiated Learning 1 or NHS7E4 Negotiated Learning 2 (Optional) 20 credits | Management (Optional) 20 credits Plus NHS7D7 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 2 (Core) 20 credits |
|--|---|---|--|---|

The tables above demonstrate the relationship between core and optional modules

Intended learning outcomes of the programme

The overall aim of the master's award is to enable experienced professionals:

- To consolidate knowledge as a specialist practitioner and be prepared for an enhanced role in their chosen field of practice.
- To develop disciplined critical thinking skills to assess and contribute to a specialist field of knowledge and practice.
- To enable practitioners to demonstrate their enhanced competency within their field of practice.
- To demonstrate advanced scholarship through the planning and execution of an independent process of enquiry.

8 Learning Outcomes: Knowledge and Understanding

| Level 7 | |
|---------|---|
| A1 | Demonstrate a systematic understanding of biological, physiological, psychological, sociological and socio-political knowledge to justify and underpin advanced clinical practice. 1. In the biological sciences as it pertains to human physiology and pathophysiology in order to enable them to assess, diagnose and manage a range of conditions; 2.of theories drawn from the behavioural and social sciences that will enable them to understand and care effectively, ethically and sensitively with patients from diverse cultural and socio-economic backgrounds; 3.of theories pertaining to leadership and decision making in professional practice; 4.of the theory and practice of health promotion. |
| A2 | Utilise a comprehensive knowledge and understanding of techniques applicable to research, of research planning, execution and reporting and advanced scholarship to investigate advanced clinical practice; demonstrating a critical awareness of current problems and/or new insights informed by the current evidence base, practice experience and scholarly enquiry. |
| A3 | Synthesise and apply knowledge to solve complex practice problems and to form safe and effective solutions within an area of advanced clinical practice. Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of advanced clinical practice. |
| A4 | Evaluate and critique methodologies, propose, develop and implement new areas of enquiry in an aspect of advanced clinical practice. |

Intellectual Skills

| Level 7 | |
|---------|---|
| B1 | Deal with complex issues both systematically and creatively, make sound judgements, possibly in the absence of complete data, and communicate their conclusions clearly to professional and non- professional individuals/groups. |
| B2 | Demonstrate self-direction and originality in tackling and solving problems together with the ability to act autonomously in leading and managing care in their area of advanced practice |
| B3 | Analyse critically the theoretical, research and practice underpinnings of advanced clinical practice as a means of developing their professional knowledge and understanding, and developing new skills to a high level |

Subject Skills

| Level 7 | |
|---------|--|
| C1 | Demonstrate competence in the skills required to carry out a comprehensive clinical examination/assessment and carry out technical procedures required in the diagnosis or treatment of patients/clients within their field of practice where necessary. |
| C2 | Demonstrate a high level of consultation and inter-personal communication skills, leading others in advancing an area of advanced clinical practice. |
| C3 | Demonstrate the research skills to propose and execute a systematic process of enquiry into an area of advanced clinical practice. |
| C4 | Exercise initiative and personal responsibility |

| | |
|----|--|
| | Level 7 |
| C5 | Make decisions in complex and unpredictable situations |
| C6 | Demonstrate independent learning ability required for continuing professional development. |

Practical, Professional and Employability Skills

| | |
|----|--|
| | Level 7 |
| D1 | Communicate with others in a clear and articulate manner, both verbally and in writing and use appropriate academic conventions in the production and presentation of work. |
| D2 | Exercise a reflexive capacity by the recognition of 'self' and 'others' in considering issues in Advanced Practice. Demonstrate effective reflective practice skills within a professional /research setting. |
| D3 | Demonstrate independent learning ability required for continuing professional development within the Advanced Practice. |
| D4 | Make decisions using available evidence and be able to provide a sound rationale for those decisions. |

9 Learning and teaching strategy

The learning and teaching strategy for the programme has been developed with relevant QAA subject benchmark statements, WGU's Strategy for Supporting Student Learning and Achievement (SSSLA), and the Active Learning Framework (ALF). The SSSLA sets out the intentions, ambitions, and implementation plan in relation to the University's approach to teaching, learning and the development of the academic portfolio.

The learning and teaching strategy will recognise, reward and further support the development of great teaching. The aim is to balance high challenge, with commensurate support for our students, providing a truly blended learning experience. The learning and teaching strategy aims to foster a student centred, creative approach, which will enhance the capabilities and employability of practitioners. As students taking this programme will be qualified and experienced, it is essential that the approach to learning and teaching used throughout reflects and builds upon students' prior learning and clinical experience. It will continue to build on knowledge gained by these practitioners and because of the strong practice element in the programme, they must be able to provide evidence of competence in practice at an advanced level, be able to teach others, offer leadership and contribute to the innovation and research agenda within the rapidly evolving healthcare context.

Spiral Curriculum

In order to build on knowledge previously gained, whilst simultaneously building the student's confidence and competence, the spiral curriculum affords the opportunity to revisit prior learning and to develop this in increasingly complex contexts. This design affords an opportunity to revisit and consolidate learning to the benefit of the student (Coelho and Moles, 2016) and works well where there needs to be integration of different theoretical foundations into practice. The spiral curriculum will weave through all four pillars of advanced practice throughout the programme, re-visiting content to ensure the student gains more detailed knowledge and understanding of topics with the opportunity to explore application with more complexity each time. This has the benefits of reinforcing information over the period of the curriculum and use prior knowledge to inform future learning rather than starting anew in every module.

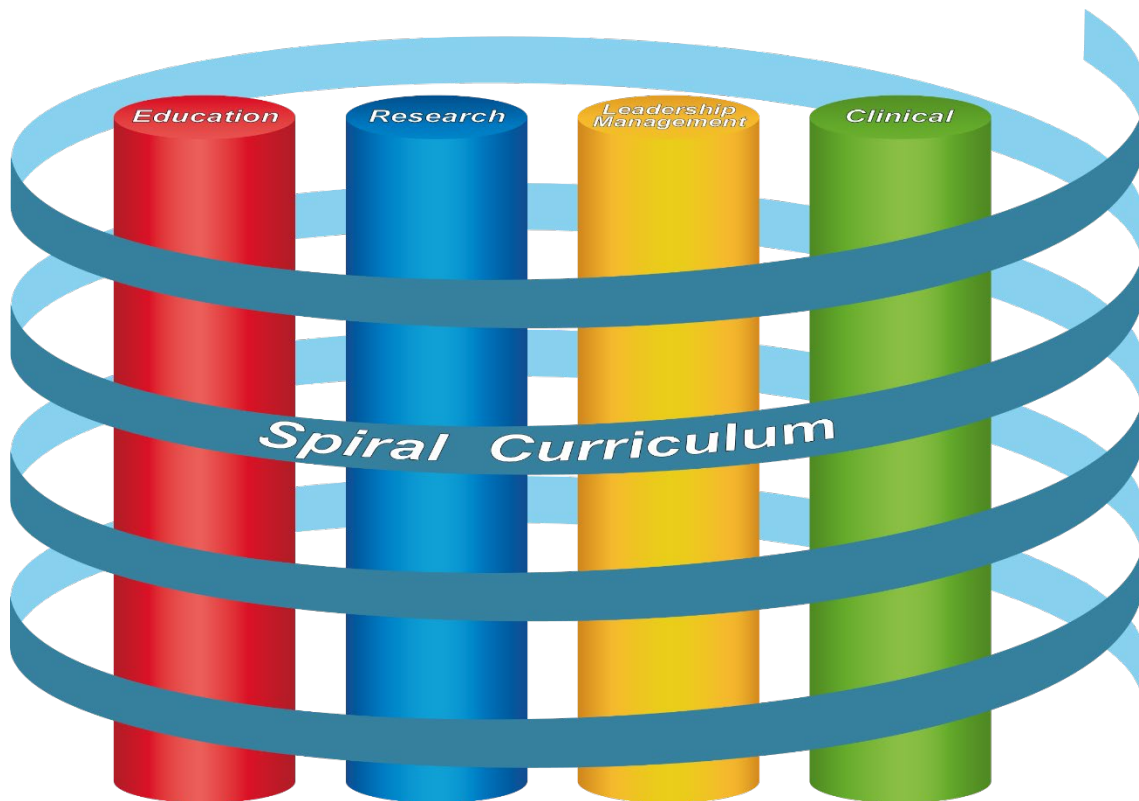


Figure 1. Spiral curriculum and its relationship to all four pillars throughout the programme

According to Van Manen (1990) theory must be assimilated in order to inform practice; thus, reflection on practice and integration of new knowledge throughout the programme is imperative. Our curriculum is planned in order to operationalise this model, with the *added* advantage that, as described by Woodward (2019)

“In medically related education, a spiral curriculum that repeatedly exposes the students to some of the same concepts in different thematic contexts, is likely to enhance interdisciplinary learning and the connection between different facets of the same problem” (page 19).

Modo and Kinchin (2011) and Masters and Gibbs’ (2007) work investigates the utility of a spiral curriculum in interdisciplinary education and online learning, both areas of vital importance to meet the needs of today’s NHS. The students on the MSc Advanced Clinical Practice come as relative experts in their areas of practice with prior beliefs and assumptions about that practice. Through a process of raising awareness of the student’s epistemic beliefs it is common for the student to begin to question their abilities as the programme progresses, raising what is referred to by Krewer et al (2020) as epistemic doubt. This doubt arises when individuals are confronted with information contradicting their prior assumptions; by encouraging epistemic volition to question these assumptions, the student becomes aware of their current beliefs, stays aware of their doubts, reflects upon them and devises aims/goals in place to come to a resolution strategy to address their doubt, this ideally results in a change towards advanced beliefs (Kerwer et al 2020). The spiral curriculum will serve to enhance this epistemic change by giving the student opportunity to revisit prior learning and to develop this for a new context, whilst aiding the opportunity for a resolution strategy.

In order to develop the student's mastery of advanced practice, each of the four pillars (Clinical, Education, Research and Leadership) is embedded throughout the programme as threads that develop the students' skills in each area, rather than separating each pillar into its own module. In year one, a focus will be placed on reflecting the realities of clinical practice with the clinical pillar being strongest but with the introduction of skills to search for and critique evidence-based practice the ability to evaluate clinical interventions and effectiveness will support the development of the research vocabulary and provides a relevant context for essential learning. By deconstructing the components of research, education and leadership throughout the curriculum, the student when practicing as an Advanced Practitioner will be able to confidently be called to account for their clinical decisions to their employer or regulatory body and be able to give a clear account of the rationale for their decision making.

Advanced practitioners are seen as experts in their area and often guide and teach other practitioners as well as their own patients. Leadership qualities are also needed to support the development and delivery of a robust and quality service seen as vital elements of the advanced practice role. These aspects of the often clinically focussed role need to develop continually, and whilst research, leadership and education are part of the programme in year one, they are explored more fully in year two when the practitioner is a little more sure of their clinical competence.

At this point, the skills and knowledge required for a disciplined and robust process of enquiry are explored further in order to underpin the independent dissertation to be undertaken in the third year. Each of the pillars, to re-iterate a previous point, must be based on contemporaneous best evidence and policy e.g. Healthier Wales, prudent/value-based healthcare. The practitioner must therefore be able to make a judgement on the reliability, validity and applicability of research evidence and policy, to be able to make decisions in sometimes very complex situations. For this reason, theory and practice are thoroughly re-explored in each progressive module, with a focus on the complexities of health care and education in advanced practice, supported by a confidence in their developing understanding of evidence. In each module, the student's focus is on enhancing their leadership and research methods, utilising the skills learned in practice and developing the learning from previous modules. In order to consolidate their practice, students are encouraged to revisit their practice in their final taught modules, putting their learning in all four pillars into practice while strengthening confidence in their independence.



The table below demonstrates the Module mapping against the pillars

| Module | Education Pillar | Research Pillar | Leadership Pillar | Clinical Pillar |
|--|--|---|---|--|
| | Learning outcomes | | | |
| NHS7D6 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part One | Critically reflect on processes of reasoning when assessing needs of an individual or client group during differential diagnosis, care planning and engaging in health advice/promotion. | Utilise and critically apply research literature whilst demonstrating a sound contextual awareness of contributory influences on clinical decision-making in complex situations | Make appropriate referrals to and work effectively with other professionals to ensure safe, effective and holistic care management. | <p>Within your enhancing scope of practice, confidently use clinical examination skills demonstrating a critical approach to accessing relevant resources (history, symptoms, diagnostic tests etc) to establish a diagnosis</p> <p>Utilise and critically apply research literature whilst demonstrating a sound contextual awareness of contributory influences on clinical decision-making in complex situations</p> <p>Critically reflect on processes of reasoning when assessing needs of an individual or client group during differential diagnosis, care planning and engaging in health advice/promotion.</p> <p>Make appropriate referrals to and work effectively with other professionals to ensure safe, effective and holistic care management.</p> |

| Module | Education Pillar | Research Pillar | Leadership Pillar | Clinical Pillar |
|--|---|--|--|--|
| Learning outcomes | | | | |
| NHS7D7 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part Two | Critically reflect on processes of reasoning when assessing needs of an individual or client group during differential diagnosis, care planning and engaging in health advice/promotion | <p>Make a structured account of resources accessed and data gathered to inform a plan of clinical intervention.</p> <p>Reflect on influences in clinical decision-making as advanced practitioner.</p> | <p>Demonstrate effective collaborate working with other professionals adopting leadership if appropriate to ensure safe efficient care management.</p> <p>Critically reflect upon the implications of role of advanced practitioner for individuals and client groups.</p> | <p>Undertake competent clinical examination demonstrating a methodical approach to making a diagnosis.</p> <p>Make a structured account of resources accessed and data gathered to inform a plan of clinical intervention.</p> <p>Reflect on influences in clinical decision-making as advanced practitioner.</p> <p>Demonstrate effective collaborate working with other professionals adopting leadership if appropriate to ensure safe efficient care management.</p> <p>Critically reflect upon the implications of role of advanced practitioner for individuals and client groups.</p> |
| NHS6A6/ NHS7D1 Minor Injuries Assessment and Management | Critically explore implications of minor injuries in society and the health and social care context. | <p>Critically reflect upon legal accountability in the assessment and management of minor injuries.</p> <p>Critically explore inter-professional working for prevention of secondary care</p> | <p>Critically reflect upon legal accountability in the assessment and management of minor injuries.</p> <p>Critically explore implications of minor injuries in society and the health and social care context.</p> | <p>Integrate knowledge of anatomy and pathophysiology when assessing and managing individuals presenting with minor injuries.</p> <p>Demonstrate a person-centred response to the particular</p> |

| Module | Education Pillar | Research Pillar | Leadership Pillar | Clinical Pillar |
|--|---|--|---|---|
| | Learning outcomes | | | |
| | | admissions, therefore not always referring or conveying to emergency departments to reduce the national crisis and referring in the context of risk management to the most appropriate setting | Critically explore inter-professional working for prevention of secondary care admissions, therefore not always referring or conveying to emergency departments to reduce the national crisis and referring in the context of risk management to the most appropriate setting | <p>situation gathering appropriate data and information accessing relevant resources for safe, effective and efficient care.</p> <p>Critically reflect upon legal accountability in the assessment and management of minor injuries.</p> <p>Critically explore implications of minor injuries in society and the health and social care context.</p> <p>Critically explore inter-professional working for prevention of secondary care admissions, therefore not always referring or conveying to emergency departments to reduce the national crisis and referring in the context of risk management to the most appropriate setting</p> |
| NHS60JD/ NHS7B6 Minor Illness Assessment and Management | <p>Critically evaluate knowledge and clinical reasoning of pathophysiology and the current best-evidence management of minor illness and self care</p> <p>Explore complexities of inter-professional working in the</p> | <p>Critically evaluate knowledge and clinical reasoning of pathophysiology and the current best-evidence management of minor illness and self care</p> <p>Justify decision making in the assessment and management</p> | <p>Justify decision making in the assessment and management of minor illness with reference to ethical and legal accountability.</p> <p>Explore complexities of inter-professional working in the</p> | <p>Demonstrate a systematic understanding of related anatomy and physiology in assessing and managing individuals presenting with minor illness.</p> <p>Critically evaluate knowledge and clinical reasoning of</p> |

| Module | Education Pillar | Research Pillar | Leadership Pillar | Clinical Pillar |
|---|--|---|--|--|
| | Learning outcomes | | | |
| | prevention and management of minor illness. | of minor illness with reference to ethical and legal accountability. Examine existing theoretical discourses and practices related to minor illness. | prevention and management of minor illness. | pathophysiology and the current best-evidence management of minor illness and self care Justify decision making in the assessment and management of minor illness with reference to ethical and legal accountability. Examine existing theoretical discourses and practices related to minor illness. Explore complexities of inter-professional working in the prevention and management of minor illness. |
| NHS7D3 Complexities of Healthcare in Advanced Practice | Evaluate current evidence and reflect on your role as a health promoter/educator in co-producing a plan of wellbeing and empowerment intervention with individuals with chronic disease. Critically examine complex factors influencing healthcare relevant to your area of advanced practice such as: symptom management, evaluating co-morbidities, | Critically examine the experience of individuals living with a long-term condition common indicators used for measuring impacts on quality of life. Evaluate current evidence and reflect on your role as a health promoter/educator in co-producing a plan of wellbeing and empowerment intervention with individuals with chronic disease. | Evaluate current evidence and reflect on your role as a health promoter/educator in co-producing a plan of wellbeing and empowerment intervention with individuals with chronic disease. Critically examine complex factors influencing healthcare relevant to your area of advanced practice such as: symptom management, evaluating co-morbidities, | Critically examine the experience of individuals living with a long-term condition common indicators used for measuring impacts on quality of life. Evaluate current evidence and reflect on your role as a health promoter/educator in co-producing a plan of wellbeing and empowerment intervention with individuals with chronic disease. |

| Module | Education Pillar | Research Pillar | Leadership Pillar | Clinical Pillar |
|--|---|---|--|---|
| | Learning outcomes | | | |
| | <p>identifying priorities in palliative care and the multifaceted impact of obesity.</p> <p>Critically examine your professional development when working with individuals with complex needs.</p> | <p>Critically examine complex factors influencing healthcare relevant to your area of advanced practice such as: symptom management, evaluating co-morbidities, identifying priorities in palliative care and the multifaceted impact of obesity.</p> <p>Recognise/identify a potential area for innovation linked to your current area of work and drawing on the four pillars of Advanced Practice.</p> <p>Critically examine your professional development when working with individuals with complex needs.</p> | <p>identifying priorities in palliative care and the multifaceted impact of obesity.</p> <p>Recognise/identify a potential area for innovation linked to your current area of work and drawing on the four pillars of Advanced Practice.</p> <p>Critically examine your professional development when working with individuals with complex needs.</p> | <p>Critically examine complex factors influencing healthcare relevant to your area of advanced practice such as: symptom management, evaluating co-morbidities, identifying priorities in palliative care and the multifaceted impact of obesity.</p> <p>Recognise/identify a potential area for innovation linked to your current area of work and drawing on the four pillars of Advanced Practice.</p> <p>Critically examine your professional development when working with individuals with complex needs.</p> |
| NHS7D5 Advancing Leadership and Evidence Based Practice | <p>Critically examine your role as leader and developer of practice with reference to the characteristics described in the appropriate pillars of the NLIAH Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales.</p> | <p>Conduct an investigation of the literature to identify a potential service improvement issue.</p> | <p>Present a structured, critically reasoned plan with aims and objectives for how this issue may be addressed.</p> | <p>Critically examine your role as leader and developer of practice with reference to the characteristics described in the appropriate pillars of the NLIAH Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales.</p> |

| Module | Education Pillar | Research Pillar | Leadership Pillar | Clinical Pillar |
|--------------------------------|---|---|---|---|
| | Learning outcomes | | | |
| NHS7C4 Dissertation | Discuss and make a plan to disseminate findings highlighting: potential implications, impact on areas of practice/ work place, opportunities for future research, developing education and future learning opportunities. | <p>Critically evaluate relevant literature and demonstrate a critical understanding of research and policy within the context of the particular project and the wider field of health.</p> <p>Organise and conduct a project under supervision demonstrating a high level of understanding of the research process and the impact of developing knowledge</p> <p>Collect and analyse data, from primary and/or secondary sources, utilising appropriate analytical methodologies</p> <p>Discuss and make a plan to disseminate findings highlighting: potential implications, impact on areas of practice/ work place, opportunities for future research, developing education and future learning opportunities.</p> | Discuss and make a plan to disseminate findings highlighting: potential implications, impact on areas of practice/ work place, opportunities for future research, developing education and future learning opportunities. | Discuss and make a plan to disseminate findings highlighting: potential implications, impact on areas of practice/ work place, opportunities for future research, developing education and future learning opportunities. |

Summary Table

| Module | Education Pillar | Research Pillar | Leadership Pillar | Clinical Pillar |
|---|------------------|-----------------|-------------------|-----------------|
| NHS7D6 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part One | | | | |
| NHS7D7 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part Two | | | | |
| NHS6A6/NHS7D1 Minor Injuries Assessment and Management | | | | |
| NHS60JD/NHS7B6 Minor Illness Assessment and Management | | | | |
| NHS7D3 Complexities of Healthcare in Advanced Practice | | | | |
| NHS7D5 Advancing Leadership and Evidence Based Practice | | | | |
| NHS7C4 Dissertation | | | | |

Learning and teaching methods

To this end a learning blend of campus and online delivery will be adopted. Advance HE (2019) refers to blended learning as: The balance between the classroom elements and digitally enabled activities. The flexibility inherent in this form of delivery enables teachers to rethink where and how they focus learning activity and students to develop self-directed learning skills and digital literacies.

Students will be in both classroom-based lectures and on-line delivery, using flipped classrooms, scale up, discussions, seminars, workshops, tutorial sessions, together with case-based learning and simulation-based education.

Simulation Based Education

Simulation based education (SBE) is a technique, to replace or amplify real life scenarios with guided experiences that evoke or replicate, substantial aspects of the clinical environment in a fully interactive manner. It has been endorsed as the new paradigm shift in healthcare education in an attempt to create an environment in which all aspects of practice can be critically reviewed against theoretical application (Purva & Nicklin 2018). In the modules with a practice element, an experiential strategy, including observation and supervision is used to meet the module outcomes and practice competencies. SBE is a large part of the teaching strategy, and this will help the students to practice new clinical skills, enhance practice (as they are already experienced clinicians), acquire skills and improve decision-making, in a safe educational environment and alongside their support networks (DSMP PA/PS/mentors) in clinical practice.

The simulation will be both in face-to-face teaching environments on campus, in simulation suites and captured in the on-line classroom and virtual learning environments with technologies that will support the Active Learning Framework.

Active Learning Framework (ALF)

Synchronous and asynchronous teaching both online and on campus, within our active learning framework will be essential to our blended learning approach. The students will be expected to access the many resources in an asynchronous way, to complement their learning journey and their personal and employment circumstances. A key component of online learning and effective pedagogy is the construction of a community of enquiry (Garrison et al., 1999). The community of enquiry model supports a social constructivist approach and attempts to create an effective learning experience, through the adoption of the three interdependent elements – social, cognitive, and teaching presence. Critical thinking and a social presence will start in the classroom or simulation suite and continue in the discussion groups. The programme team will facilitate and direct the course of study to build the community of enquiry.

The Moodle café/discussion forums, case study groups, evidence-based practice discussion groups (to support the golden thread of research), will be used for an active learning experience, which will be supported through reading, watching and discussions, whilst ensuring the students through the programme, revisit their prior learning and develop this new context to reflect the spiral curriculum.

Interprofessional Education

The interprofessional nature of the programme means an active learning classroom fosters interaction, exchange of ideas, and further knowledge and understanding. The programme has a truly inter-professional student group of nurses, paramedics, radiographers, physiotherapists, podiatrists, health scientists (Physiologists) and pharmacists.

The perspective and language of each specialty brings new ideas and valuable contributions to enhance focus upon patient-centred safety and professionalism. Public Health Wales (PHW) recognises the importance of collaborative working and has highlighted its importance in the most recent strategic plan: 'Collaborating with all parts of the organisation; working with partner organisations; to identify how we can work together, to achieve our goals and achieve our organisational purpose (2019). Interprofessional education is a fundamental cornerstone of the health care education we provide in the 21st century and is defined as

"... when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes" (WHO, 2010)

Learning Activities

It is important from the start of the programme and each subsequent module undertaken, that the expectations of both the students and staff facilitating the module are clear from the outset. The Moodle virtual learning environment (VLE) will be utilized to clearly structure the learning episode, with the learning outcomes evident and expectations clear from the outset. The purpose of all materials and activities will be made clear with the use of focused signposting, and care will be taken to ensure that all activities, that the students are requested to undertake contribute to the current learning journey and are linked to the module learning outcomes. Any recorded sessions will be made available on the VLE for all students. This will ensure that students are able to revisit content to enhance learning and understanding and ensure equity of access to the overall learning experience.

Tutorials and Supervision

Personal and module tutorials and dissertation supervision will take place on a face-to-face and/or online basis. Suitable platforms will be used to facilitate contact between staff and students, where students or staff are unable to physically attend the University. Tutorials and supervision will be an important aspect of the programme to facilitate student engagement and progress. The expectations regarding this will be made clear to students during the induction.

Personalised Support

DSMP's, clinical mentors, or PA/PS will support students in practice, assessing relevant student competencies, providing evidence of supervision and discussion within the portfolio. Supervisors in practice will sign that a student has achieved the relevant competencies/outcomes identified in the portfolio from a practice perspective. The current portfolio is in hard copy, however there is work ongoing to develop an E-Portfolio for Advanced practice in Wales and the programme leader is progressing that work, due to be completed in 2022/23.

Regular appointments (three per year as a minimum) will be available with the personal tutor in university to provide pastoral care, while wider support networks in university such as learning support tutors and other services such as counselling and chaplains are also available to meet students' individual needs.

10 The Wrexham University Graduate

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities. The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students, and graduates. WGU Connect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

11 Work based/placement learning statement

Where assessment of practice-based learning is required, formal arrangements for ensuring quality are in place. These are:

- Educational audit of the placement to ensure the environment is appropriate to the student's learning needs.
- Formal preparation of DSMP's and mentors PA/PS for mentoring and assessing students.
- Annual virtual updates of clinical mentors, PA/PS, and DSMP's.
- Written information for students, clinical mentors, PA/PS, and DSMP's providing clear guidance about the practice requirements of the module.

The quality of the student's practice-based learning is evaluated at the end of the learning experience.

Students will be facilitated to construct learning from practice experience. In this way learning emerges from and is integrated back into practice, enabling it to be of the highest relevance to the student.

When students enrol for modules, they will be provided with a module handbook and portfolio document (where relevant) for that module, which is centred round the module outcomes, and practice competencies. This will be an important developmental tool, supporting the spiral curriculum and guiding learning towards the achievement of learning outcomes and competencies. It will provide a framework with which students can be facilitated to monitor and evaluate their development throughout the programme.

This approach is consistent with the programme's use of adult and experiential learning theory and philosophy (Klenowski, 2002) and enables an effective means of integrating theory and practice.

Practice Assessors/Practice Supervisors will be qualified as per NMC/HPC standards for practice assessment/supervision.

Mentors are critical friends of appropriate expertise and qualification to support the student in practice. Mentors are chosen following discussion with the student's personal tutor to ensure they are appropriate, suitably qualified and in a position of seniority to support the student.

Designated Supervising Medical Practitioners (DSMP's) or clinical mentors will support students in practice (see individual modules for practice hours required) assessing relevant student competencies, providing evidence of supervision and discussion within the portfolio. DSMP's/mentors will sign that a student has achieved the relevant competencies/outcomes identified in the portfolio from a practice perspective.

The DSMP must be a registered medical practitioner who:

- Has normally had at least three years' recent clinical experience for a group of patient/clients in the relevant field of practice
- Is within a GP practice and is either vocationally trained or is in possession of a certificate of equivalent experience from the Joint Committee for Post-Graduate Training in General Practice Certificate or is a specialist registrar, clinical assistant or a consultant within a NHS Trust or other NHS employer
- Has the support of the employing organisation or GP practice to act as the DSMP who will provide supervision, support and opportunities to develop competence in prescribing practice
- Has some experience or training in teaching and/or supervising in practice (for example, teaching and assessing medical students, teaching other healthcare students)
- Normally works with the trainee. If this is not possible (such as in practitioner –led services or community pharmacy), arrangements can be agreed for another doctor to take on the role of the DSMP, provided the above criteria are met and the learning in practice relates to the clinical area in which the trainee will ultimately be carrying out their role.

The Clinical Supervisor must be a qualified Advanced Care Practitioner who:

- Has normally had at least three years' recent clinical experience for a group of patient/clients in the relevant field of practice
- Has the support of the employing organisation or GP practice to act as the clinical Supervisor who will provide supervision, support and opportunities to develop competence in prescribing practice/clinical practice
- Has some experience or training in teaching and/or supervising in practice (for example, teaching and assessing medical students, teaching other healthcare students)
- Normally works with the trainee. If this is not possible (such as in practitioner –led services or community pharmacy), arrangements can be agreed for another supervising advanced care practitioner to take on the role, provided the above criteria are met and the learning in practice relates to the clinical area in which the trainee will ultimately be carrying out their role.

12 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. There is a university-wide policy to support this.

Welsh Language/Welsh landscape considerations

The Welsh Language standards, issued by the Welsh Language Commissioner (2019), will be carefully considered throughout the programme. Additionally, they will be approved by the University Welsh Language Champion to ensure equity throughout.

- Many of our students will be working in Wales, with support from practitioners from the Health Boards/Trusts, thereby benefitting from Welsh vocational opportunities.
- We will ensure that Welsh speaking staff on the post-graduate team are available to act as personal tutors as requested. This enables us to support Welsh speaking students in their first language.
- Teaching of simulation-based education may also, with notice, have a Welsh speaker available. The simulation uniforms clearly identify those instructors who are Welsh speakers.

13 Assessment strategy

Innovative Assessment

Over the course of the programme, students will develop comprehensive portfolios, which will comprise of reflections on practice and developments in competency. The four pillars of the Professional Framework for Enhanced, Advanced and Consultant Clinical Practice (2023) will support the student's demonstration of their advancing practice.

Formative Assessment

Formative feedback is provided on all modules through sampling the student's formative academic writing and through group feedback on progress. Students who are struggling to achieve academic level, particularly those lacking study skills will be referred to study skills tutors or the wider student support services. Where students are undertaking practice-based learning, portfolio development and OSCE practice assessment, DSMP's and Clinical mentors/ PA/PS will be expected to provide regular feedback on their student's progress and discuss with the Module Leader at the earliest opportunity, if a student is not making good progress. A tripartite action plan will be made between the DSMP/mentor/PA/PS, student and Module leader. Formative feedback dates are also applied to all practice assessments, to ensure that all students have maximum support and opportunity to meet the assessment criteria. Feedback is provided on draft work in the form of written or verbal commentary and this will normally be at least 3 weeks before submission. Work submitted for formative feedback in the week prior to the summative submission date will no longer be reviewed due to its probable near completeness.

Summative Assessment

The summative assessment strategy provides a variety of assessment methods to enable the demonstration of programme outcomes, including knowledge and understanding, intellectual and subject specific skills and transferable professional development. As identified in module specifications, assessment methods demonstrate achievement of module learning and outcomes commensurate with the award.

The assessment strategy is student centred, with assessments designed so that students can select, a relevant practice focus. Assessment has also been designed to ensure that students have a feasible but relevant workload, with connections drawn between theory and practice throughout each module. In order to ensure equity and fairness, all assessments, including observations of practice are criterion referenced. Students will be provided with their assessment brief at the beginning of the module, in order to give them the maximum time to complete the assessment task. Theoretical assignments and portfolios will be marked against level 7 assessment criteria. Feedback on summative work is provided through Moodle three weeks following the hand in date.

14 Assessment table

PART TIME ROUTE

| Module code & title | Assessment type and weighting | Indicative submission date |
|---|---|-----------------------------------|
| Year One | | |
| NHS7D6 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 1, Core | Written Assignment 100% Portfolio Pass/Refer OSCE Pass/Refer | Week 21 Semester One |
| NHS60JD/NHS7B6 level 6/7 Minor Illness Assessment and Management, Optional | Presentation 100% | Week 34 Semester Two |
| NHS7D4 Negotiated Learning 1, Optional | Negotiated assessment 100% | Week 50 Semester Three |
| NHS7E4 Negotiated Learning 2, Optional | Negotiated Assessment 100% | |
| NHS7C1 Independent and Supplementary Prescribing for Nurses (V300), Optional OR NHS7D8 Independent Prescribing for Pharmacists OR NHS736 Supplementary Prescribing for Allied Health Professionals at Level 7 OR HLT704 Independent and Supplementary Prescribing for Allied Health Professionals at level 7 | Written assignment 100% Written Assignment Pass/Refer OSCE Pass/Refer Portfolio x3 Pass/Refer Examination Pass/Refer Clinical Hours | Week 50 Semester Two and Three |

| Module code & title | Assessment type and weighting | Indicative submission date |
|--|--|----------------------------|
| NHS6A6/NHS7D1level 6/7 Minor Injuries Assessment and Management, Optional | OSCEs Pass/Refer Portfolio (Clinical Competence Workbook) 100% | Week 50 Semester Three |
| NHS7D2 Principles of Wound Care, Optional | Portfolio 100% | Week 50, Semester Three |
| Year Two | | |
| NHS7D3 Complexities of Healthcare in Advanced Practice, Core | Written Assignment 100% Portfolio Pass/Refer | Week 36 Semester Two |
| NHS7D5 Advancing Leadership and Evidence Based Practice, Core | Presentation 50% Written Assignment 50% Portfolio Pass/Refer | Week 25 Semester One |
| NHS7D7 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 2, Core | Written Assignment 100% Portfolio Pass/Refer OSCE Pass/Refer | Week 50 Semester Three |
| Year Three | | |
| NHS7C4 Dissertation, Core | Dissertation 75% Report 25% | Week 53 Semester Three |

Assessment table

FULL TIME ROUTE

| Module code & title | Assessment type and weighting | Indicative submission date |
|--|--|----------------------------|
| NHS7D6 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 1, Core | Written Assignment 100% Portfolio Pass/Refer OSCE Pass/Refer | Week 21 Semester One |
| NHS60JD/NHS7B6 level 6/7 Minor Illness Assessment and Management, Optional | Presentation 100% | Week 34 Semester Two |
| NHS7D4 Negotiated Module in Advance Clinical Practice, Optional | Negotiated assessment 100% | Week 50 Semester Three |
| NHS6A6/NHS7D1level 6/7 Minor Injuries Assessment and Management, Optional | OSCEs Pass/Refer Portfolio (Clinical Competence Workbook) 100% | Week 50 Semester Three |
| NHS7D2 Principles of Wound Care, Optional | Portfolio 100% | Week 50 Semester Three |

| Module code & title | Assessment type and weighting | Indicative submission date |
|--|--|----------------------------|
| NHS7D3 Complexities of Healthcare in Advanced Practice, Core | Written Assignment 100% Portfolio Pass/Refer | Week 36 Semester Two |
| NHS7D5 Advancing Leadership and Evidence Based Practice, Core | Presentation 50% Written Assignment 50% Portfolio Pass/Refer | Week 25 Semester One |
| NHS7D7 Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part 2, Core | Written Assignment 100% Portfolio Pass/Refer OSCE Pass/Refer | Week 50 Semester three |
| Year Two (part time) | | |
| NHS7C4 Dissertation, Core | Dissertation 75% Report 25% | Week 53 Semester Three |

15 Assessment and award regulations

Derogations

Separate derogations are in place within the non-medical prescribing module due to professional body requirements. Please access the relevant module specification.

Across all modules within the MSc Advanced Clinical Practice programmes:

- There will no condonement allowed for any assessment therefore ALL elements of assessment within a module must be passed with a minimum mark 40%.
- Any work submitted, however competent from an academic viewpoint which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a refer. Students who fail to demonstrate competence or endanger patients by acts or omissions in practice may be subject to Wrexham University Suitability for Practice Procedures as well as any invoked by their employer. Any decision to invoke the Suitability for Practice Procedures will be taken by the Programme Leader in consultation with the Professional lead following discussion with the student, Practice Mentor/DSMP and the Service Manager.

Non-Credit Bearing assessment

N/A

Borderline Classifications (Undergraduate programmes)

N/A

Ordinary Degrees

N/A

Restrictions for trailing modules (Taught Masters)

Any modules carrying clinical hours cannot be trailed to the dissertation year. This is because the practice element of the course is substantial and is assessed. Modules carrying practice hours are Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Parts 1 and 2, Non-medical Prescribing and supplementary prescribing (V300), Minor Illness Assessment and Management, Minor Injuries Assessment and Management, Complexities of Healthcare in Advanced Practice, Advancing Leadership and Evidence Based Practice and Negotiated Module.

Prerequisites for processing to MRes research component

N/A

17 Accreditation

No Current accreditation in Wales

18 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery.

Student Evaluation of Module forms
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

19 Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Wrexham website at www.wrexham.ac.uk to find out more about the Departments

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

20 Equality and Diversity

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)